
Second Grade Social Studies

Curriculum Guide

Dunmore School District

Dunmore, PA



**Dunmore School District
Curriculum Guide**

Second Grade Social Studies

Prerequisite:

- Successful completion of First Grade

Course Description:

The Second Grade Social Studies curriculum is designed to address state and national social studies standards. The curriculum prepares students to matriculate to the Third grade and for future study across the four stands of social studies. Students will explore their relationship to culture and their community. Students will also develop the base knowledge of history, geography, economics, and other areas of the social sciences in preparation for advanced study at the secondary level.

Special Education:

After a student has been evaluated and found to be eligible for specially designed instruction under one of the 13 disability categories, an individualized education plan will be developed to help the student succeed through a more intense intervention program. Special Education is the practice of educating students in a way that addresses their individual differences and needs. The purpose of special education is to provide equal access to education for children ages birth through 21 by providing specialized services that will lead to school success in general education. Our goal for each student is for him/her to be educated in his/her least restrictive environment with additional supports by way of specially designed instruction. After all interventions in the general education setting have been exhausted and the student is still not making progress, students can receive direct instruction in a special education classroom. Direct instruction provides more intense intervention and replacement instruction in order to minimize skill deficits. In our special education classrooms, students will have access to the standards-based general education curriculum, as well as using various research-based intervention programs. Resources and activities will be adjusted based on individual student needs. Suggested time found within the curriculum will be adjusted as needed per individual student's needs.

Special Education Strategies can be located in the IEP Enhancements table located in Appendix: A at the end of this document.

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Year-at-a-glance

Subject: Second Grade Social Studies	Grade Level: 2	Date Completed: 4/8/2019
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1st Quarter

Topic	Resources	Standards
Where We Live	Social Studies, <i>People and Places</i>	5.1.2.B, 5.1.2.D, 5.1.2.F, 5.2.2.A, 5.2.2.D

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2nd Quarter

Topic	Resources	Standards
Our Earth	Social Studies, <i>People and Places</i>	7.1.1.A, 7.1.71B, 7.2.2.A, 7.2.2.B, 7.3.2.A
Working Together	Social Studies, <i>People and Places</i>	6.1.2.B, 6.2.2.A, 6.3.2.D, 6.4.72C 6.5.2.A, 6.5.2.D, 6.5.2.G

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3rd Quarter

Topic	Resources	Standards
Our Country Today	Social Studies, <i>People and Places</i>	5.3.2.A through 5.3.2C, 5.3.2.I, 5.3.2.J, 5.4.2.B, 6.3.2.C

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4th Quarter

Topic	Resources	Standards
Our Country Long Ago	Social Studies, <i>People and Places</i>	8.1.2.C, 8.2.2.A
People and Places in History	Social Studies, <i>People and Places</i>	8.2.2.B, 8.3.2.B, 8.4.2.B

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Where We Live	<p>People live, work. And play in places called neighborhoods.</p> <p>Cardinal directions and a map key are important parts of a map.</p> <p>Urban, rural, and suburban communities differ in some ways, but are alike in other ways.</p> <p>The United States is made up of fifty states and a capital city.</p> <p>The Earth has seven continents and four oceans; it is divided by an imaginary line called the equator.</p> <p>Vocabulary: law vote community history rural suburb urban capital</p>	<p>Social Studies: <i>People and Places</i></p> <p>Worksheets</p> <p>Core Vocabulary Cards</p>	<p>Socratic method of exploration</p> <p>Teacher Observation</p> <p>Question and Answer</p> <p>Written Response</p>	Ongoing, Quarter 1

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PA Academic Standards: Civics and Government

5.1.2.B Explain the importance of rules in the classroom and school community

5.1.2.D Explain why school rules are written and posted

5.1.2.F Identify state symbols

5.2.2.A Identify and explain the importance of responsibilities at school at home and the community

5.2.2.D Explain responsible community behavior

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Our Earth	<p>Identify landforms and bodies of water</p> <p>Compare similarities and differences among families in different communities</p> <p>Understand how physical characteristics of places and regions affect people's activities and settlement patterns.</p> <p>Distinguish between producing and consuming.</p> <p>Learn how people depend on the physical environment and its resources to meet their needs.</p> <p>Identify ways people can conserve and replenish natural resources.</p> <p>Vocabulary: geography landform ancestor producer consumer natural resource crop conservation</p>	<p>Social Studies: <i>People and Places</i></p> <p>Worksheets</p> <p>Core Vocabulary Cards</p> <p>Globes and Maps</p>	<p>Socratic method of exploration</p> <p>Teacher Observation</p> <p>Question and Answer</p> <p>Written Response</p>	Ongoing Quarter, 2

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PA Academic Standards: Geography

7.1.1A Identify how basic geographic tools are used to organize information

7.1.71B. Describe regions in geographic reference using physical features.

7.2.2.A. Identify the physical characteristics of places

7.2.2.B. Identify the basic physical processes that affect the physical characteristics regions.

7.3.2.A. Identify the effect of local geography on the residents of the region

- food
- clothing
- industry
- trade
- shelter

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Working Together	<p>People make choices about earning, spending, and saving money</p> <p>Taxes are used to pay for services provided to the community</p> <p>A factory is a building where people produce goods</p> <p>People spend and save their money in different ways: people pay for goods and services in different ways.</p> <p>Countries exchange goods by using different means of transportation, such as trains, trucks, boats and planes</p> <p>Vocabulary: income goods services tax factory trade transportation barter</p>	<p>Social Studies: <i>People and Places</i></p> <p>Worksheets</p> <p>Core Vocabulary Cards</p>	<p>Teacher Observation</p> <p>Question and Answer</p> <p>Written Response</p>	Ongoing, Quarter 2
<p>PA Academic Standards: Economics</p> <p>6.1.2.B Identify community wants and needs</p> <p>6.2.2.A Define personal choice as related to buying an item</p> <p>6.3.2.D Identify products produced outside the United States</p> <p>6.4.72C Identify products that come from many different countries</p>				

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6.4.2.D Identify buyers and sellers and how their wants and needs are addressed
6.5.2.A Explain how money earned by individuals is used to meet needs and wants
6.5.2.D Describe money saving behaviors
6.5.2.G Identify how saving for a purchase occurs over time

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Our Country Today	<p>Government is a group of people who work together to run a city, state, or country</p> <p>Government leaders and citizens work together to make communities better and safer places in which we live</p> <p>The state government works to establish order, provide security, and manage conflict by making laws and providing services</p> <p>Government collects tax money to pay for services, such as schools, libraries, and parks.</p> <p>Congress is the part of government that writes and votes on laws for all out states</p> <p>The president is the leader of a country</p> <p>Citizens vote for the men and women who make the laws in our country.</p> <p>Each country's flag is a special symbol</p> <p>Vocabulary: government mayor citizens</p>	<p>Social Studies: <i>People and Places</i></p> <p>Worksheets</p> <p>Core Vocabulary Cards</p>	<p>Teacher Observation</p> <p>Question and Answer</p> <p>Written Response</p>	Ongoing, Quarter 3

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	governor Congress President freedom motto monument			
<p>PA Academic Standards: Civics and Government</p> <p>5.3.2.A Identify the role government plays in the community</p> <ul style="list-style-type: none"> • Education • Transportation <p>5.3.2.B Identify local government leaders</p> <p>5.3.2.C Identify other types of services provided by local government</p> <p>5.3.2.I. Define taxes and why they are paid</p> <p>5.3.7.J. Identify the responsibilities of voters after the vote</p> <p>5.4.2.B. Identify the ways that countries can work together</p> <p>PA Academic Standards: Economics</p> <p>6.3.2.C Who pays taxes and why</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Our Country Long Ago	<p>Native American groups inhabit diverse regions of our country</p> <p>Native Americans traded with English colonists for different goods.</p> <p>A map scale helps a person find the distance between two places</p> <p>The colonist fought a war for independence</p> <p>Americans began to traffic in African slaves.</p> <p>Vocabulary: shelter tradition explorer colony colonist independence pioneer</p>	<p>Social Studies: <i>People and Places</i></p> <p>Worksheet</p> <p>Question and Answers</p>	<p>Teacher Observation</p> <p>Question and Answer</p> <p>Written Response</p>	Ongoing, Quarter 4
<p>PA Academic Standards: History 8.1.2.C Apply sources of historical information 8.2.2.A Identify historical figures in the local community</p> <p>PA Academic Standards: Geography 7.1.1.A Identify how basic geographic tools are used to organize information</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
People and Places in History	<p>Hoping for a better life, immigrants entered the United States</p> <p>Holidays mark important events from the past</p> <p>Important local and national landmarks tell about our country's past</p> <p>Artifacts give important clues as to how people lived their daily lives in the past</p> <p>Vocabulary: immigrant custom landmark communication</p>	<p>Social Studies: <i>People and Places</i></p> <p>Worksheets</p> <p>Core Vocabulary Cards</p>	<p>Teacher Observation</p> <p>Question and Answers</p> <p>Written Response</p>	Ongoing, Quarter 4
<p>PA Academic Standards: History</p> <p>8.2.2.B Identify important buildings, statues, and monuments associated with the state's history</p> <p>8.3.2.B Identify American artifacts and their importance in American History</p> <p>8.4.2.B Explain the significance of historical documents on world history</p>				

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Appendix: A			
IEP Enhancements			
General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Where We Live	<ul style="list-style-type: none"> • Graphic Organizer • Hard copy of notes • Extended time for instruction • Directions could be broken down with only one directive given at a Time. Once the first directive is completed, the second directive could be given and so on. • Additional work space • Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) • Directions read allowed • Preferential Seating • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Guided Reading Strips/overlay • Visual Aids (poster) • Small group reteach • Individual assistance as needed • Special lined paper for writing assignments • Writing samples provided • Study Guides • Be given an outline of the lesson • Use sensory tools such as a theraband so fidgety students get kick it to get their energy out • Wait Time after a question is asked to give student Time to process the question • Use of assistive Technology • Use of a highlighter • Shortened classroom assignments • Copy of textbook to keep at home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections • Fewer test questions • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) <p>Suggested Time: Ongoing, Quarter 1 as specified in the curriculum with additional time as needed per student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Our Earth	<ul style="list-style-type: none"> • Graphic Organizer • Hard copy of notes • Extended time for instruction • Directions could be broken down with only one directive given at a Time. Once the first directive is completed, the second directive could be given and so on. • Additional work space • Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) • Directions read allowed • Preferential Seating • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Guided Reading Strips/overlay • Visual Aids (poster) • Small group reteach • Individual assistance as needed • Special lined paper for writing assignments • Writing samples provided • Study Guides • Be given an outline of the lesson • Use sensory tools such as a theraband so fidgety students get kick it to get their energy out • Wait Time after a question is asked to give student Time to process the question • Use of assistive Technology • Use of a highlighter • Shortened classroom assignments • Copy of textbook to keep at home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections • Fewer test questions • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) <p>Suggested Time: Ongoing, Quarter 2 as specified in the curriculum with additional time as needed per student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Working Together	<ul style="list-style-type: none"> • Graphic Organizer • Hard copy of notes • Extended time for instruction • Directions could be broken down with only one directive given at a Time. Once the first directive is completed, the second directive could be given and so on. • Additional work space • Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) • Directions read allowed • Preferential Seating • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Guided Reading Strips/overlay • Visual Aids (poster) • Small group reteach • Individual assistance as needed • Special lined paper for writing assignments • Writing samples provided • Study Guides • Be given an outline of the lesson • Use sensory tools such as a theraband so fidgety students get kick it to get their energy out • Wait Time after a question is asked to give student Time to process the question • Use of assistive Technology • Use of a highlighter • Shortened classroom assignments • Copy of textbook to keep at home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections • Fewer test questions • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) <p>Suggested Time: Ongoing, Quarter 2 as specified in the curriculum with additional time as needed per student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Our Country Today	<ul style="list-style-type: none"> • Graphic Organizer • Hard copy of notes • Extended time for instruction • Directions could be broken down with only one directive given at a Time. Once the first directive is completed, the second directive could be given and so on. • Additional work space • Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) • Directions read allowed • Preferential Seating • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Guided Reading Strips/overlay • Visual Aids (poster) • Small group reteach • Individual assistance as needed • Special lined paper for writing assignments • Writing samples provided • Study Guides • Be given an outline of the lesson • Use sensory tools such as a theraband so fidgety students get kick it to get their energy out • Wait Time after a question is asked to give student Time to process the question • Use of assistive Technology • Use of a highlighter • Shortened classroom assignments • Copy of textbook to keep at home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections • Fewer test questions • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) <p>Suggested Time: Ongoing, Quarter 3 as specified in the curriculum with additional time as needed per student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Our Country Long Ago	<ul style="list-style-type: none"> • Graphic Organizer • Hard copy of notes • Extended time for instruction • Directions could be broken down with only one directive given at a Time. Once the first directive is completed, the second directive could be given and so on. • Additional work space • Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) • Directions read allowed • Preferential Seating • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Guided Reading Strips/overlay • Visual Aids (poster) • Small group reteach • Individual assistance as needed • Special lined paper for writing assignments • Writing samples provided • Study Guides • Be given an outline of the lesson • Use sensory tools such as a theraband so fidgety students get kick it to get their energy out • Wait Time after a question is asked to give student Time to process the question • Use of assistive Technology • Use of a highlighter • Shortened classroom assignments • Copy of textbook to keep at home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections • Fewer test questions • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) <p>Suggested Time: Ongoing, Quarter 4 as specified in the curriculum with additional time as needed per student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
People and Places in History	<ul style="list-style-type: none"> • Graphic Organizer • Hard copy of notes • Extended time for instruction • Directions could be broken down with only one directive given at a Time. Once the first directive is completed, the second directive could be given and so on. • Additional work space • Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) • Directions read allowed • Preferential Seating • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Guided Reading Strips/overlay • Visual Aids (poster) • Small group reteach • Individual assistance as needed • Special lined paper for writing assignments • Writing samples provided • Study Guides • Be given an outline of the lesson • Use sensory tools such as a theraband so fidgety students get kick it to get their energy out • Wait Time after a question is asked to give student Time to process the question • Use of assistive Technology • Use of a highlighter • Shortened classroom assignments • Copy of textbook to keep at home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections • Fewer test questions • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) <p>Suggested Time: Ongoing, Quarter 4 as specified in the curriculum with additional Time as needed per student</p>